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The history of Quincy for the fourth grade.

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Thesis

THE HISTORY OF QUINCY FOR THE FOURTH GRADE

Submitted by

Kathryn Eleanor Riley

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First Reader: Gilbert M. Wilson, Assistant Professor of Education

Second Reader: Mark Murfin, Associate Professor of Education

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PART I

STATEMENT AND JUSTIFICATION OF THE PROBLEM

Purpose: -- The purpose of this study was to collect, organize and rewrite the material for a newspaper supplement dealing with the history of Quincy, Massachusetts in such a way that

A. The vocabulary was fitted to a fourth grade reading level.

B. The style and choice of subject matter were adapted to the interests of a fourth-grader.

Source: -- Several years ago there was an excellently illustrated supplement published by the Quincy Patriot Ledger. This issue was the result of a project initiated by Dr. Paul Gossard, Superintendent of Schools in Quincy. The material was gathered and edited by a group of teachers and illustrated by a young artist who, at that time, was attending the Quincy schools. The purpose of the edition was to create a public interest in Quincy and all the important events in the history of the city were printed in cartoon form. The publication has been used in the schools but the vocabulary made the reading difficult and consequently the pictures received desultory scanning. Little reading was done by the children. The plates for the drawings were available and it

was the desire of the school department to use the illustrations with new wording adapted to the fourth grade level.

Appreciating the booklet's content, interest and artistic value, the writer attempted to rewrite the narrative to interpret the drawings in language a fourth-grader could read and understand.

Justification: -- The city of Quincy, like so many other early towns, has a rich historical background. It is distinguished for its noted individuals and for its attempt, in the early history of the Colonies, to establish several important and valuable industries.

Many books, newspaper and magazine articles, pamphlets, and units of work have been written. They are good sources of information for the teacher or for any interested adult, but very little literature is available for the child to read himself.

A study and appreciation of the child's own community is recommended in the fourth grade social studies program of the Massachusetts Curriculum Guide and by leading authorities in the social studies field.

Scope: -- The scope was necessarily limited to the subject matter which would accompany the plates. This, however, did

highlight the events from the exploration of the area to recent achievements in the ship building industry, giving a functionally complete story of the growth of Quincy.

Procedure: -- In order to achieve some skill in writing for children and to insure that the facts be authentic and as interestingly written as possible the following procedures and techniques were employed.

A. Research in the fields of
    1. Value of local history
    2. Writing for children
    3. Historical data on Quincy

B. Material was assembled in narrative form written at a level suited to the average fourth grade child.

C. Vocabulary was checked against authoritative graded word lists for the fourth grade.
    a. Scott Foresman list
    b. Durrell-Sullivan Reading Vocabulary for Grade Four

D. Some of the chapters were submitted to the fourth grade teachers in Quincy for suggestions and criticism.

E. Stories were tested by having fourth-graders read them.

F. Chapters were revised and rewritten in the light of suggestions made.

G. Narrative was fitted to the illustrations.

(Note: This was done after the completion of the thesis. For practical purposes the stories are included in this paper as they were written before being adapted to the cartoons.)

H. Field trips were listed where the sites of the historical events may be viewed.

Value of Local History

Most authorities in the field of elementary education stress the need for a study of the local environment. Indeed some educators argue that the community, or at the most, the state, marks the limit of elementary education, that national and international issues are beyond the capacities and interests of the pupils. In view of changes in interests due to war, television, and speed of travel, it would appear that a study of the world is not beyond the experience of a school child eventually, but certainly his early understandings should be with that which is familiar to him.

To quote Moffat and Rich:

> The social and economic problems which seem vague, terrifying, and immense when discussed on a national scale, perhaps furnish a field in which approach via local history can furnish understanding with least difficulty.[1]

Alexander believes in the local approach to the study of the nation:

> The study of local history is also stimulating to patriotism. As one learns more about his homeland, it takes on new meaning and loveliness. America is so large that it may tend sometimes to be cold and impersonal. Perhaps patriotism can best be served by approaching America's vastness through an understanding of, and a feeling of affection and pride for, a locality or region.[2]

The New England town is a perfect focal point of interest. This is their familiar territory, the place they have known all their lives. The people who lived here must have been like themselves. The map of their town shows the location of their homes and the streets marked thereon show the route they take coming to school each day. This is definitely concrete learning. It is first hand information for them.

Many authors advocate a study of local history at the elementary level and a more intensive study later in the

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1 Maurice Moffat and Stephen G. Rich, "The Place of Local History in Modern Education", Journal of Educational Sociology 26:85, October, 1952.

2 E. P. Alexander, "Let's Study the History of Mudville," Social Education 6:210, May, 1942.

child's school life, during the high school years. Louise M. Witham[3] reports a highly successful study of Tulsa, Oklahoma by the lower fifth of a high school class. Eleanor Shapiro's history class in Wadsworth, Ohio wrote a volume on their home city.[4] The project started as a yearbook and developed into a 207 page volume. She reported that the town's interest was developed in the school as well as the school's interest in the town.

There is a place for local history where we can create interest in the local scene. The first approach would seem to be well placed at a fourth grade level when the concepts of the social studies are introduced. Moffatt and Howell recognize the value of beginning with the local scene:

> Every child lives and learns in his total environment, and it should be an expanding one. After the child has been introduced to the community, growth in understanding proceeds at a tremendous rate. Children need to be familiar with the chief features of their community, as it is today and how it has developed from its early beginnings.[5]

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3 Louise M. Witham, "By Products," Social Education 2:387-391, September, 1938.

4 Eleanor Shapiro, "Publishing a Local History," Social Education 3:25-29, January, 1939.

5 Maurice P. Moffatt and Hazel W. Howell, Elementary Social Studies Instruction (New York: Longman's Green Company, 1952), p. 218.

The Teacher's Role

The teacher's knowledge of the community is the first requisite. Every teacher should have an interest in the town in which she teaches. In fact, if she doesn't have an appreciation and enthusiasm for the community she should teach elsewhere.

Her information may come from diverse sources. Knowing the people, not only the school personnel, but individuals in the town who can furnish information about the physical and intangible aspects of the environment is a good source. Exploring the community gives her a visual picture of the background and surroundings of her pupils. Reading the local newspaper is the quickest method of getting an idea of the business, industrial, and social part that the community plays in the life of its surrounding areas.

To give her a sense of assurance, the teacher who is to teach local history must know a great deal more about it than she will have to give to her pupils.

Membership in a historical society can be invaluable to a teacher of social studies. These societies are responsible for the roadside markers, the historical buildings, and the showings in museums which help bring home the fact that history has occurred right where we are.

There is no better demonstration of a teacher's interest

than by participating in community affairs. Church affiliation is but one part of participation. Club and civic committee membership are avenues which touch the life of the whole community and it is through these mediums that she reaches all the people.

Recognition of special features that identify a town is important. It is her responsibility to find out what makes the place unique and to know as much as she can about it. Alexander advises, "The way to find out what distinguishes Mudville from other places is to study its past. That is how a community's distinctive personality may be discovered and understood."[6]

Writing for Children

It is difficult for children to read and understand a history story written in the authentic language of the past. Moffatt and Rich admonish, "We must make actions comprehensible and significant to the young people of today. What has happened and the way people lived has to be worded in the language of today."[7]

Many of the terms in the original booklet were factual but entirely unintelligible to the fourth grade child. The

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6 Alexander, loc. cit.

7 Moffatt and Rich, op. cit., p. 88.

facts must be there but they must be presented so the children can project themselves into the story and feel a sympathetic warmth for the characters. To quote from Berry and Best's book:[8]

> The child gets release from his reading. Quite frankly he becomes while he is reading, the character he reads about. So he, or she, wants adventure . . . tales with plenty of acclaim for the triumphant child who overcomes all obstacles, whether mental or physical.

The founders of early Quincy fulfill these requirements. While they were not impoverished, they did have obstacles to overcome in order to achieve recognition and remembrance.

All books dealing with writing for children tell us that we cannot do without some dialogue in our books. Writing dialogue that will help the story progress is a difficult part of story writing. Descriptions are easier but anyone who has worked with children, or remembers the beloved books of his own childhood, knows how important it is for the child to read the characters' own words. The writer has tried to inject some dialogue into the stories.

The authors also tell us that straight factual books are suitable for children of all ages. They advise, however, that these must be accurate and up-to-date, well illustrated

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8 Erick Berry and Herbert Best, Writing for Children, (New York: Viking Press, 1947), p. 9.

and in a style that appeals to the young reader. On this subject, Adams says:[9]

> Biographies have become increasingly readable. Without sacrificing authenticity, modern writers have succeeded in bringing historical figures to life, letting the reader see them as real people with faults, problems, and emotional conflicts, as well as possessed of the virtues and talents which made them important persons in their historical periods.

When the stories were tried out in a fourth grade class the children seemed to enjoy them and to gain an insight into the life of the times depicted. Since reading the material they have been alert to any reference to the historical characters in newspaper articles or on television programs.

"Keep the story and the picture material within the limit of the child's experience," say Berry and Best. "The pictures must be clear and simple (. . .) with as much of the story as possible in each."[10]

The illustrations in the booklet have always interested the children even though the reading was beyond their comprehension. It would seem that the drawings, as they are, should be adequate.

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9 Bess Porter Adams, About Books and Children (New York: Henry Holt Company, 1953), p. 217.

10 Berry and Best, op. cit., pp. 183-185.

The writer has made an effort to reach Claudia Lewis' standards for writing for children.[11]

> Stories that present, either realistically or symbolically, the problems and emotional situations faced by real children in and out of their families, at different stages of their growth; stories of warmth; of the courage and tenacity that lead to successful achievement; . . . these are essentially what all children are looking for.

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11 Claudia Lewis, Writing for Young Children (New York: Simon and Schuster, 1954), p. 81.

Historical Data on Quincy

There is no scarcity of material on local history in Quincy. There is a reference room in the Quincy room of the Thomas Crane Public Library in Quincy. This room contains a valuable collection of manuscripts, pamphlets, records, histories of Mount Wollaston, Merrymount, Old Braintree and Quincy. There are many books written by and about present and former residents of Quincy. There are copies of the Quincy Patriot, the Quincy Daily Ledger, and the Quincy Patriot Ledger from January 7, 1837 to date. A Newspaper Index of the files of the Quincy Patriot Ledger is complete from 1916 to the present. All daily issues of the paper are read and cards made for all the important items, listing dates and pages.

Vocabulary Check

The vocabulary used in the stories was checked with the word lists in the Scott Foresman Third Reader (3^2) and should be the reading vocabulary of the average fourth grader when the stories would be used. The Durrell-Sullivan Reading Vocabulary for the Fourth Grade was also checked. There are a few proper names which would probably need developing with some children. Many terms which might be unfamiliar are explained in the text.

Other Fourth Grade Teacher's Opinions

The first three stories were submitted to forty-seven fourth grade teachers in Quincy. The following questions were sent out with the stories:

1. Do you think these stories cover the material?
2. Should any other facts be included?
3. Will this reading material, together with the illustrations, interest children in the fourth grade?
4. Is the vocabulary easy enough for them to read?
5. Have you any suggestions which might help improve future stories? Will you list them, please:

Returns were received from all the teachers. Most of the replies were enthusiastic that something was being done in the way of providing material the children could read themselves.

Some of the teachers wished for more action in the stories and they were rewritten with this point in mind.

A chapter on the Indians was requested, and that was added.

Reading geared to the slow-learning child was asked for, but it was decided that it was not practical to write the stories below an early fourth grade level.

There were other suggestions, including the geology of Quincy, but that subject is not included in this work. However, it might make a good topic for another study.

Conclusion: The time-honored educational maxim "from the known to the unknown" can well be applied to the teaching of local history. Children may, by being aware of their own environment, be broadened to an appreciation of that of the state, the nation, and the world. With continuity of experiences their concepts can be developed by utilizing their pride and interest in their home town and gradually creating interest in fields afar.

Michaelis sees great possibilities in a study of local history:[12]

> As the child matures, his concept of community should develop to include increasingly broader and deeper understandings. At first the community may be viewed as his section of town; later the entire town or city may be seen as a unit of organized living; later the state, a region or nation may be visualized as larger units in which people with common purposes and aspirations are working and sharing; finally a world community of people working to achieve equality and peace should be envisioned as the capstone to the community idea. How wonderful it will be when people everywhere come to a realization that their immediate community is part and parcel of the world community.

In view of the fact that a knowledge of local history is required and desired in the fourth grade of the Quincy

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12 Michaelis, John U., Social Studies for Children in a Democracy, (New York: Prentice-Hall, Inc., 1950), p. 240.

schools, and because no text is available that the child can read for himself, the writer felt that a local history, written in simple language was needed. Since plates for suitable drawings were available, and the school department wished to put them to use, rewriting the narrative for the booklet was a worth while undertaking.

RELATED RESEARCH

> We need writers with an eye to the aims of education, writers to produce stories designed to possess a fascination for the child, stories that correlate literature with history, making use of any interest in either area that can be aroused.

This is a challenge by Rimer.[13] Teachers in many communities have recognized this need and have written local history in various forms that will appeal to children.

The children themselves wrote the chapters for the books in some community studies. In all cases work has been done by various communities so that children may read local history as they read history stories of the nation.

The San Francisco Unified School District has pioneered in the publication of a social studies series for the elementary schools. They have published: San Francisco Today, In and Out of San Francisco, Fun in San Francisco, At Home in San Francisco, and Work in San Francisco.

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13 Lenore E. Rimer, The Teaching of Local History in American Schools (Minneapolis, Minn.:Burgess Publishing Co., 1949), p.17.

In Grand Rapids, Michigan, the Board of Education has published the result of a study of the teachers in book form, Our City, Grand Rapids, Michigan. The illustrations were done by the children.

The pupils of Grades IV, V, and VI of the Lynn, Massachusetts schools wrote their own stories for the book, History Stories of Lynn.

The Newton High School English classes wrote a history of Newton for children. It is entitled A Young Citizen's History of Newton.

At Boston University there have been several theses written showing a growing interest in local history. Some of these are history stories for children. A History of Nashua, New Hampshire, Nashua of Yesteryear, was a service paper written by Lillian Sullivan in 1953. A history told through the story of the Parker family was Barbara J. Parker's thesis, History of Sudbury, Massachusetts for Children on the Intermediate Level. This work was done in 1954.

More recent studies were Sylvia Shapiro's The Story of Lowell, A History of Lowell for Fourth Grade Children in 1955, and Mildred Tenney's History of West Hartford for Third Grade Children. This was a fictional type history story with work book pages following the chapters.

While the writer's work is the first done on Quincy at the elementary level, there were three other studies on local history in Quincy. The Correlation of the History of Quincy 1625-1688 with the National Scene is a service paper by George C. Young in 1951. Irving S. Starr's thesis in 1949 was An Analysis of the Growth of Public Education in the City of Quincy 1642-1880. Valuable information for the teacher of social studies in the field of local history is the 1955 service paper by Robert E. Stevens and Pasquale Lochiatto Resources Available in Quincy, South Shore, and Boston Areas for Enrichment of the Curriculum in the Intermediate Grades of the Quincy Massachusetts Public School System.

As more of these studies are added it might be wise to consider using them in the study of other communities as well as local study. Preston favors such study, for he says, "Community units should develop deep respect and loyalty for the community based on realistic understanding and freedom from provincialism."[14] He further states:

> Comparative community studies deserve more serious attention than they have yet received. Perhaps one reason for their scarcity is the inaccessibility of data concerning the other communities.[15]

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14 Ralph C. Preston, Teaching Social Studies in Elementary Schools, (New York: Rinehart and Company, 1954), p. 94.

15 Ibid., p. 103.

Rimer is optimistic when she says, "It looks as if community after community is becoming 'local history conscious' and we are wondering how fast this spirit will spread and become nation wide!"[16]

With new studies being done every year it should not be long before every type of community is represented.

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16 Rimer, op. cit., p. 45.

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PART II

THE HISTORY OF QUINCY

I. BEFORE THE WHITE MEN

Indians lived here for many years before the white men came. There were many groups of Indians and each group lived in a different way because each part of our country is different. They had to get their food, clothing, and shelter in the way that was easiest in the part of the country in which they lived.

Algonkin was a group name for all the tribes that lived along the Atlantic coast. The Massachusetts tribe lived in Boston and Quincy. They were the Indians who were here when the white people came to Plymouth and Quincy.

Of course these Indians had to have houses to live in and they used whatever was at hand. They had no permanent villages. An Indian village was made up of several wigwams. They never built any large villages. The wigwams were made by sticking poles into the ground, tying their tops together and covering the framework with bark, skins, or woven mats. Sometimes a wigwam was pointed and sometimes rounded but, however it was shaped, it could easily be taken down and packed and carried elsewhere. It was often necessary for the Indians to move often to find food.

The Indians were called Red Men but their skin was not really red. It was brown. Some of them had very light tan-colored skin and others had very dark brown skin. They used grease on their faces and rubbed berry juice in spots to make it red.

Their food was whatever they could find in the woods or in the water. Of course fish, fowl, and the flesh of all wild animals was plentiful. They cleared the land to grow vegetables and they ate wild berries. The women took care of the gardens and cooked the food. An open fire with a spit turning the meat was a welcome sight to a hungry Indian coming home after a day of hunting food for his family. They had no regular meals. Instead of eating breakfast, dinner, and supper they ate as much as they could at one sitting.

The Indians dressed in skins of animals until the white people came. Then they traded skins for cloth, which they liked much better. Their clothes were very simple. The men tied the skin or cloth around their waists. In winter they usually wore leather trousers and a bear, moose, beaver, or otter skin thrown over their shoulders. Their moccasins or shoes were of moose hide. The women wore robes of deer or bear skins which were much longer than those worn by the men.

Our God was not known to these people but they had a religion of their own. The Great Spirit was the highest of all the gods but they had many other gods. They believed there were gods in the sun, moon, and stars. They had no Bible so that the religion was passed on to their children by telling stories. If an Indian was sick they thought an evil spirit was around and the medecine man was called to drive him away.

Horses to ride on came later to this country with the white men. The Indians traveled by walking or by gliding along the water in canoes. The canoes were made of strips of wood covered with birch bark or they were made of trunks of trees, dug out. Wood was easy to get in those days because the land was covered with trees.

They hunted with crude weapons. The tomahawk was much the same shape as our hatchet. The handle was a branch of a hardwood tree with a fork at the end. A rock shaped like an egg was found and the edges made sharp. It was hard work for the Indians but they had to have some way to protect themselves. Bows and arrows were very necessary in hunting small animals and fowl. Larger animals were caught in traps. The Indian often caught turkeys in traps because he wanted the feathers for a headdress.

There was not a great number of Indians in our

whole country. They had no written language. When the white people came they learned the Indian names but there were many spellings because they wrote the words as they sounded to them and they did not sound the same to everyone. The Massachuset Tribe is sometimes called the Moswetuset and the Massachusetts Tribe.

Many of the Indians were not happy about the coming of the white man but some of them were friendly to the early settlers. The Indians fought among themselves and they did not work together. That is why they never became a strong nation of people as the white people did.

Chickatabot was the chief of the Massachuset tribe south of the Neponset River. He was called a sachem, which is an Indian word for chief. His home was in Quincy. The planting ground of his people was Massachusetts Fields. This was where Wollaston is now and this Indian name was given to our Massachusetts Fields School.

A terrible sickness had killed many of these Indians before the white people came here. The illness continued for many years afterward until the whole tribe was gone. No one knows just what this sickness was, but it spread very quickly and the people were frightened when so many died. The settlers did not get the sickness.

Chickatabot was friendly enough with the settlers to sell them some of the land in Quincy. He had a son, Wampatuck, who lived among the white people from the time he was very young. He sold the rest of the land in Quincy to the white men. There is an old deed to the land which Wampatuck and other Indians sold safely preserved in the old Braintree town house.

Our state was named for the Massachuset Tribe of Indians. The name means Massu (great), adchu (hill or mountain), set (in the region of).

II. THE NORSEMEN

Under large square sails striped in bright colors, the Norsemen sailed along the coast of New England almost five hundred years before Columbus discovered America. These bold brave men who loved adventure were sometimes called Vikings. They came from Iceland and Greenland to the shores of our country. Their wooden ships were long and narrow. They had forty or fifty oars. The front of the ships were gilded and carved to look like dragon heads. The sterns, or ends, of the ships looked like dragon tails, curving upward.

In clear weather the Norsemen guided their ships by the sun during the day and by the North Star at night. Sometimes the weather was stormy and they could not see the sun and stars. The sailors often carried a number of black birds called ravens. They let these birds loose when they thought land was near. If the birds came back to the ship they knew land was far away, but if the birds did not come back, they steered their ships in the direction the birds had gone. The men knew that land must be near if the birds had found a resting place.

In command of the thirty-five men who came to our shores was a daring young man named Leif Ericson. Leif and his fearless sailors probably sailed near Quincy. When they

reached home they said "We passed fair woodlands ... white sands ... many islands, and shallow waters." Don't you think they could have been speaking of Quincy Bay and the islands around it?

They went as far as Rhode Island. The land they found in our country was covered with trees, vines, and flowers. Many delicious grapes were growing on the vines. Leif called the land Vinland.

Two year later, Thorwald, a brother of Leif, went to Vinland. He stayed there for two years. An old stone wall has been found in Provincetown and a stone tower in Newport, Rhode Island. These are believed to have been built by the Norsemen. The stones are much different from the kind found around here and sometimes the Norsemen carried large stones in their ships to keep them from tipping. Some people believe these stones were brought here in the Viking ships.

Leif and Thorwald Ericson liked the land they found. They told people about it in their homeland. These hardy daring seamen were not settlers in our country. The first settlers came many years later.

III. CAPTAIN JOHN SMITH

Captain John Smith was an Englishman who came to America about one hundred years after Columbus was here. He came to Virginia with a group of people from England and started a settlement at Jamestown. The settlers did not get along well together and Captain John Smith went back to England.

He came back to America again a few years later. This time he was searching for whales. Not finding any, Captain Smith left his boat anchored off the coast of Maine and he and the other men set out in a small boat to find Indians who would trade furs with them. We know he came to Quincy because he wrote about his travels when he got back to England. He told about islands where corn was growing and of sailing into beautiful wide harbors. "This is the most beautiful of all parts I have seen," he said. He did not stay here but went back to England.

On a map which he made when he returned home he showed Quincy and Quincy Bay. He called it London on the map. When the King saw the map he did not like some of the Indian names John Smith had used, so he changed them. Captain Smith had met some of the Massachuset Tribe of Indians and he had named the Blue Hills The High Mountain of Massachusetts. When he first saw the hills he said, "Let us call this The High Mountain of Massachusetts for this is the highest spot

where the Massachusetts Indians live." King Charles changed the name to Cheviot. We call it Big Blue. Captain Smith's map was used for a hundred years.

IV. CAPTAIN MILES STANDISH

Captain Miles Standish was one of the Pilgrims who settled Plymouth in 1620. He was a brave soldier who joined the Pilgrims before they left England for their new home. Because he had been a soldier the Pilgrims looked to Captain Standish as the person to protect them in any trouble with the Indians.

After the Pilgrims had been living in Plymouth for a year, Captain Miles Standish and twelve other men set out to explore the country around Massachusetts Bay.

Squanto was their guide. He was an Indian who had become very friendly with the Pilgrims. Several years before the Pilgrims came Squanto had been taken as a slave to England. There he learned a great deal about the English and he could speak their language. He was brought back to America and he was here to greet the Pilgrims when they came.

Miles Standish's party was in an open boat called a shallop. They steered for the mouth of the Neponset River. Off Thompson's Island they cast anchor. It was growing dark and Squanto told them that the Massachusetts Tribe of Indians could be fierce and dangerous. He advised the men to be careful. Captain Standish said, "Let us stay on board the boat until morning and approach the land in daylight."

The next morning they crossed the channel and landed at what is now Squantum, and probably was named for Squanto. They found lobsters and ate them for breakfast. Squanto told Captain Standish that it would be wise to leave men on the shallop to protect it from the Indians. The Captain and Squanto went inland toward the planting fields of the Indians which was known as Massachusetts Fields. This was where the chief, or sachem, lived.

Not an Indian was in sight as they walked along. They were wondering where the Indians were when they met an old squaw. "My people are all sick and many of them have died," she said. "All who were able to do so have fled north of the Neponset River." Squanto and Miles Standish went back to the boat and sailed around the islands to the north of Boston. They searched for the Indians in the part where Medford is now. They found very few Indians, just a few women and warriors. The Indians were sick and frightened, but they were neither fierce nor dangerous. Miles Standish came back to Quincy.

Captain Standish spent several days looking around Quincy and sailing around the bay. When he went back to Plymouth four days later the land there looked very flat. He said "We saw beautiful land, a hill in the distance, and a broad harbor. How I wish we had settled there instead of at Plymouth."

V. CAPTAIN WOLLASTON

Quincy was settled in 1625. That is the first date on the seal of Quincy. It means that from that time on there were people living here. Of course it was not known as Quincy then. We know that a man named Captain Wollaston came here with a group of people to start a settlement. No one knows what his first name was because he didn't stay very long.

The spot where he first landed was near a river. It was called Wollaston River. It was really a very small stream of water not large enough to be a river at all, so it was later known as Coddington's Brook, then Quincy's Brook, and now we call it Black's Creek.

When the Wollaston party landed they could see the Blue Hills rising in the distance and they thought this would be a good place to build their homes in the new country.

The men set about getting houses built. Many of the men were servants of Captain Wollaston. They had come here in the summer and the winter following was very cold. It was so cold that the men thought they would rather settle in a warmer climate. After the winter was over, Captain Wollaston took some of the servants and went to Virginia

to live. He left Lieutenant Fitcher in charge of the people who decided to stay here. He had called the settlement Mount Wollaston and a large part of Quincy is still called Wollaston.

VI. THOMAS MORTON

One of the men who stayed here after Captain Wollaston left was Thomas Morton. He would not obey Lieutenant Fitcher. He told the people to get rid of their leader and he would take charge. They did this and then Morton could do as he pleased after Fitcher left.

Thomas Morton was not a good man to be in charge. He traded liquor and guns to the Indians for furs and skins. The Indians obeyed him too.

The Pilgrims in Plymouth, thirty miles away, heard about Thomas Morton's actions and they did not like them. They sent him a message which said, "It is not safe to give the Indians guns and gun powder. Don't obey Thomas Morton if he does this." Morton and his men paid no attention to the warning. He said, "This is Mare Mount now and we are just going to have good times."

In May, 1627 Morton ordered a maypole eighty feet high to be set up. The pole was the trunk of a cedar tree. He told the people to drink, dance, and be merry.

The next day Captain Miles Standish came up from Plymouth with eight men. When they saw Captain Standish was angry the Indians fled. Morton and his men went into a hut. Going to the door, Captain Standish said, "Stop this racket!

You are not a peace-loving man. Surrender with all your men." Thomas Morton only laughed at him and replied, "Come and join us. Share the good time we are having at Mare-Mount." Of course this made Captain Miles Standish very angry. He and his men took Thomas Morton to Plymouth and put him into prison. Later they had a court trial for him and he was found guilty. He had not protected the people while he was in charge. He was sent back to England. Thomas Morton was not a good leader.

Three months later Governor Endicott crossed the bay from Salem. He came to Mare-Mount and his men cut down the maypole. The Governor warned the people at Mare-mount that they must quiet down and act more as the Pilgrims did in Plymouth or they would be punished. They did settle down and worked hard to make a good settlement here.

The part of Quincy where all this took place is now known as the Merrymount section.

VII. JOHN ADAMS

John Adams was a very important man in the history of our country. He was the second President of the United States. More than two hundred years ago, in 1735, he was born in Quincy. Quincy was then known as Braintree.

His father wanted him to study to be a minister. After he graduated from Harvard he didn't want to be a minister so he taught school for a time in Worcester. Returning to his home after teaching for a year, he studied law and became a lawyer.

When the colonists wanted to be free and independent of England, John Adams did not at first approve. Later he joined the people who did not want to pay taxes to England unless they helped to make the laws themselves.

George Washington was his friend. When the Revolutionary War started Mr. Adams said, "George Washington would make a good Commander-in-Chief of the army." He was pleased when Washington took charge.

We celebrate the Fourth of July every year because that was the date the Declaration of Independence was signed. The Declaration of Independence was a letter sent to the King of England to tell him why the people of America wanted to be free. John Adams helped write this famous message and he was one of the men who signed it.

He believed that the people in America had to do three things. First, they must win the war they were having with England. Second, they must have a good government at home. Third, they must make other countries see what a good country America was.

To do his part John Adams went to Congress to help make good laws for our new country. He and his little son John Quincy Adams traveled to France telling people about America.

When the Revolutionary War was over he went to England to talk about a peace treaty. He demanded the right for Americans to fish in the waters of Canada and to travel on the Mississippi River. He won these rights for his people.

In Holland the people liked John Adams so well they let him borrow money for the United States. The war had cost a great deal of money and much more was needed to start a new government.

When he came back to America Mr. Adams thought he could settle down in Braintree, live on his farm and be a lawyer. He wasn't able to do this because he was sent back to England to be our first Ambassador. An Ambassador lives in a foreign country. He acts and speaks for his government. It is a great honor to be an Ambassador. John Adams' wife,

Abigail, went to live in England with him. Of course our country had just won the war with England, so the King and the people there did not receive Mr. and Mrs. Adams as friends for a while. Before they left, however, many English people admired them and they knew John and Abigail Adams were good and loyal Americans.

After two and one-half years in England the Adams family returned home. Again it was for a very short time, because the people had other plans for John Adams. George Washington was elected President of the United States. He was our first President. John Adams was chosen Vice-President.

When Washington was no longer President, John Adams was elected second President of the United States. He was the first President to live in the White House. Several times while he was President he saved our country from going to war with other countries.

Finally, Mr. and Mrs. Adams settled down to a quiet life in Quincy. The section which had been known as Braintree was now divided. The north part was called Quincy, and the south part was, and still is, known as the town of Braintree.

John Adams lived to see his son become the sixth President of the United States. He is the only President

who has ever had the honor to have a son who was also a President.

A marble statue stands in the First Parish Church in Quincy telling us that John Adams died July 4, 1826. He was ninety-one years old.

VIII. ABIGAIL ADAMS

Abigail Adams is remembered because she was the only woman who was the mother of one President of the United States and the wife of another President. She moved into the White House when it was new, so she was the first President's wife to live there.

Abigail Smith was born in Weymouth nine years after John Adams was born. She was a sick little girl, not well enough to go to school, so she studied her lessons at home. She and her sisters used to write letters to their family and friends. She wrote letters all her life that people enjoyed reading. Many of her letters were like stories, and sometimes she signed the make-believe name of Portia.

Not only did little girls have to learn all the things that they do now, but they also had to be able to spin, weave, and sew. Abigail spent a great deal of time with her Grandmother Quincy. She taught the little girl to sew when she was very young.

As the years went by, Abigail grew up to be a pretty, healthy, and clever girl. She met John Adams who was then a young lawyer. He asked Abigail Smith to marry him. Her mother hoped her daughter would marry a doctor or a minister, so she was not so pleased.

They were married when Abigail was twenty-two. Four children were born to John and Abigail Adams. The oldest son was John Quincy Adams, who later became President.

When the children were growing up, Abigail often stayed alone with them while her husband was away and the Revolutionary War was being fought. She gave all her pewter spoons to the soldiers. They melted them and made bullets. Many times she opened her house to take in poor, hungry, cold people who had lost their homes because of the war. Little John Quincy Adams and his mother watched the smoke rise from the battle of Bunker Hill near their home. This spot on Penn's Hill is marked by the Abigail Adams Cairn.

While her husband was away, Mrs. Adams wrote him letters telling about everything that happened while he was gone. These letters are famous. She had learned to write well when she was a little girl and she still wrote the kind of letters people liked to read. The letters were printed in books and they are in the Quincy room of the Thomas Crane Library.

After the Revolutionary War was over, Abigail Adams went to Europe with her husband, John Adams. When they came back he was elected President. They went to live in Washington, where the Capitol had just been built.

John and Abigail Adams always liked to come back to

Quincy, so they bought the beautiful Adams Mansion here. Every summer while he was President of the United States they spenttheir vacation in Quincy. The Mansion was known as the summer White House. They came to live here for the rest of their lives when John Adams was no longer President.

All her life Abigail loved to work in her garden. She planted roses and raspberry vines. A Yorkshire rose bush which she planted in the garden is still growing there. It blooms every year. The garden is still very beautiful just as it was when Abigail worked in it.

When Mr. and Mrs. Adams grew old their grandchildren visited them very often. The children liked to play in the big house and run through the garden, up and down the walks.

They had a party when John and Abigail were married fifty years. Some of the gifts they received may be seen in the Adams Mansion now.

Abigail did not live long enough to see her son elected President of the United States. She did live to be seventy-four years old. She now lies in the Adams crypt in the First Parish Church in Quincy beside her famous husband, John Adams, the second President of the United States.

IX. JOHN QUINCY ADAMS

The oldest son of John Adams and Abigail Adams was John Quincy Adams. When he was born his grandmother named him for her father, Colonel John Quincy. The City of Quincy was later named for this same Colonel John Quincy. It was still called Braintree when John Quincy Adams was born.

Johnny was a little boy who loved to play out-of-doors just as boys and girls do now. He enjoyed riding his horse, or playing games when he wasn't helping his mother or going to school.

When his father had to leave home to go to Philadelphia to help him make laws for the people, he called John and said to him, "You will have to help your mother and take care of the farm although you are only nine years old." Of course this made Johnny feel very grown-up.

Soon after his father went away the war between England and America started. One day Johnny and his mother went up to the top of Penn's Hill and saw the battle of Bunker Hill across the water at Charlestown.

John Quincy Adams not only helped his mother, but he rode horseback from Quincy to Boston delivering mail. Men who rode from house to house giving people their

mail were called post-riders. John Quincy Adams was a post-rider. Riding twelve miles each way was not easy for a little boy only nine years old.

He wrote letters to his father telling him how the family was getting along and what he was doing at school. One day Mr. Adams came home for a visit and brought John Quincy a diary. At first he didm't know what the little book was with all the blank pages. His father explained it to him. "A diary is a book in which you write some of the things you do each day." "You keep a diary too, don't you, Father?" Johnny asked. "Yes," his father replied, "I have kept a diary for many years." These two diaries are very famous.

When Mr. Adams went to France he took young Johnny with him. They sailed from Quincy to Paris when the boy was only eleven years old. Of course he had to go to school while he was in Europe. For several years John Quincy Adams traveled all over Europe.

He returned to America and studied at Harvard College. Because he knew a great deal about Europe he was sent several times to tell people there about America. He could talk in many different languages.

John Quincy Adams and Louisa Catherine Johnson were married in London when he was thirty years old.

The people chose him to go to Washington as a Senator. They elected him sixth President of the United States.

He lived in the Adams Mansion in Quincy during the summer while he was President just as his father had done. He is the only President whose father had also been a President of the United States.

John Quincy Adams was the only President who went back to Washington as a member of Congress after he was no longer President of the United States. He was quite an old man then. He became ill while he was making a speech in Congress and died a few days later in Washington.

When he died, John Quincy Adams' body was placed in a tomb in the First Parish Church in Quincy beside his wife, Louisa, his mother, Abigail, and his father, John Adams.

X. CHARLES FRANCIS ADAMS

Charles Francis Adams was the son of John Quincy and Louisa Adams. He was born in Boston but he lived in Quincy later in his life. He was well known in his time but not as famous as his father and grandfather.

Like the other Adams men, Charles had a great interest in our country. He was a member of Congress and helped to make good laws. He, too, was sent to England to be our Ambassador. While he was in England the Civil War was being fought here. It was President Lincoln who sent him there.

When he was getting old he spent his time writing books about history. He published the letters of his grandmother, Abigail Adams. He also wrote true stories about his grandfather, John Adams and his father, John Quincy Adams.

The Adams Mansion was his home also and he lived there until he died. His wife was another Abigail. Her name was Abigail Brown Brooks and she came from Boston. Some of the old people in Quincy remember Charles Francis Adams. Of course they were children when he was an old man. Both Mr. and Mrs. Charles Francis Adams were well liked by the people who lived in Quincy at that time. They were very much interested in the town and the people.

John Quincy Adams' son, Charles Francis, died in 1886 which was about forty years after his father had died.

XI. THE FOURTH GENERATION

The four sons of Charles Francis Adams belonged to the fourth generation. They were the grandsons of John Quincy Adams and the great grandsons of John Adams. They were all good citizens and worked for the good of their country.

JOHN QUINCY ADAMS II

Named for his grandfather, John was a member of the school committee in Quincy. He also helped make the laws for the State of Massachusetts.

He died in 1894, only eight years after his father died.

CHARLES FRANCIS ADAMS JR.

This second oldest son of Charles Francis Adams was a soldier and fought in the Civil War. He also was a member of the Quincy School Committee and he helped plan the parks in Boston.

He, too, wrote histories and the story of his own life, and one about his father's life.

He died in 1915.

HENRY ADAMS

Henry Adams was a teacher of history at Harvard College. He wrote books too. Like his great grandmother, Abigail, he wrote letters that people still enjoy reading.

He died in 1918.

BROOKS ADAMS

The youngest son,and the last of the Adams family to live in the Adams Mansion, was Brooks Adams. He was the author of many books. Brooks Adams is remembered by many people in Quincy because he did not die until 1927.

After Brooks Adams died, all the grandchildren and great grandchildren of Charles Francis Adams got together and formed a club to keep the Adams Mansion just as it was. They wanted people to visit the home and library of the famous Adams family. They wanted people to see the beautiful garden and stables too. Then this club, which was known as the Adams Memorial Society, gave the property to the Government of the United States so it would be always taken care of and everything in it would be safe.

When you visit the Mansion, a guide will take you through it and tell you about the family. Free reading material is given.

The Mansion is part of the National Park System of the United States.

XII. JOHN HANCOCK

John Hancock's name has been very famous since the time he was the first person to sign the Declaration of Independence. This was the paper that was sent to the king to tell him that the Colonists wanted to be free. John Hancock said, "I want King George to read my name without putting on his glasses."

This well known man was born in a house that once stood where the old Adams Academy building is now. The Academy was built over the cellar of the John Hancock house after the house had been burned. Headquarters for the Boy Scouts and for the Community Chest are in this building now.

Little John Hancock's father died when he was only seven years old. He went to live with his uncle in Boston. His uncle was a rich merchant. John missed his young friends in Quincy, especially John Adams, with whom he went to school.

John Hancock graduated from Harvard when he was only seventeen years old. His uncle sent him to England, where he learned a great many things about ships and trading.

When John's uncle died he became rich and owned the trading business of his uncle.

About this time the Colonists were talking about wanting to be free. John Hancock joined the people who

thought England was not fair to make the people pay taxes when they couldn't help make the laws for themselves. The English did not like John Hancock to join these people, so they would not trade with him. When he could not send ships to England he became a poor man.

There was a very beautiful girl living in Quincy at this time. Her name was Dorothy Quincy. She lived in the Quincy Homestead on Hancock Street. It is known as the Dorothy Q. House. John Hancock liked her very much and he used to visit her often. He scratched a message on a window pane in the house. It said, "You I love and you alone."

Dorothy's family often hid Americans who were hiding from the English. There is a secret hiding place in the house which was joined to a tunnel that ran to Black's Creek. The tunnel is now caved in.

When Dorothy Quincy and John Hancock were going to be married they brought wall paper for the parlor from France. The wall paper is still on the parlor walls but the wedding was not held in Quincy. They heard that the English soldiers were after John, so they went to Fairfield, Connecticut, where they were married.

Mr. and Mrs. John Hancock had two children. A little girl died when she was a baby. A little boy, John George Washington Hancock, was drowned while he was skating when he was only nine years old.

John Hancock became the first Governor of Massachusetts. He was very proud that the people chose him to be their first Governor. He will always be remembered because he was so brave and he loved our country so much. He risked his life many times to help the American people win their freedom.

XIII. GRANITE

Quincy is sometimes called the Granite City. This name is used because Quincy granite is known and used in many parts of our country.

Granite is a very hard rock. It is made up of feldspar, the gray part, quartz, the shiny glass part, and hornblende, that is the black in the granite.

Because it is so hard granite will last for many, many years. That is why it is used in monuments. Because of its hardness it is difficult and expensive to cut.

Granite was formed inside the earth. A thick mass became very hot and was pushed up where it cooled and formed granite rock. This happened many thousand years ago. There are no fossils in granite so that means there was no life of any kind here at the time. Later when the glacier covered this part of the country it scraped the covering from this rock so people could find it.

In the very earliest days there were no machines for cutting out the rock, no steel tools, no dynamite, and no derricks. One way of cutting the granite was to heat the stone by building a fire around and on top of it and then drop large iron balls on it. This split the rock. Another method was to drill holes in a row and to pound wooden wedges into the holes. Then pouring water on the wedges

caused them to swell and split the stone. Electric and compressed drills are used now.

When Quincy was three hundred years old, 1925, the granite quarry owners in Quincy made a huge ball from a wedge of granite rock. They polished it beautifully and gave it to the city. It was placed beside the City Hall in Quincy Square. After a while people thought it should be in a better spot so that more people could see it.

Now it is in a little park just over the bridge from Weymouth on Route 3. Everyone coming into Quincy can see it and they learn that Quincy is famous for its granite.

XIV. THE GRANITE RAILWAY

About fifty years after the Battle of Bunker Hill in Charlestown, the people wanted a monument built so that people could remember where the battle had been fought.

Solomon Willard was going to tell them how the monument should be built. He searched for the best granite he could find to build it. Finally, after walking three hundred miles looking at all kinds of granite, he chose the granite from a quarry in West Quincy to build the monument.

Now it was twelve miles from West Quincy to Charlestown and he did not know how it could be carried so far. There was no railroad at that time and, of course, no trucks.

A group of men got together to think of a way. Gridley Bryant was one of these men. He said "I have seen horses pull heavy loads by drawing a carriage along rails. We could build a railroad from the quarry to the Neponset River. A horse could draw the heavy load of granite along the rails." The men thought this was a good idea so they let Gridley Bryamt carry out his plans.

The three mile railroad cost a great deal of money. At least, it was a lot of money for those days when people didn't have as much as they do now. Many people thought it cost too much.

The granite was carried to the tidewater of the Neponset River and then it was loaded on barges and taken across the water to Charlestown.

When the Bunker Hill Monument was finished everyone admired it and the railroad was used to carry granite to build many public buildings. The stone for the Boston Custom House and Minot's Light was hauled over these tracks.

The building of the railroad started a change in Quincy. From that time it was no longer a place where people lived on farms. Many people came to work in the quarries and, as more people came, they started new industries. Now Quincy is a busy city where more than 85,000 people live. The people who thought the railroad was too expensive were wrong.

The site of this first railway can still be seen in Quincy. There are two markers that show where the old railroad was built.

In memory of Solomon Willard who decided to use the granite from Quincy, and Gridley Bryant who built the railroad, we have two schools named. They are the Willard and the Gridley Bryant Schools in West Quincy.

This railroad was the first one in the United States that was used to carry materials.

XV. COLONEL FRANCIS PARKER

Almost one hundred years after the Revolutionary War, another war was fought. This was what we call the Civil War. Many changes had taken place in Quincy. The older people had died and many new ones were living in Quincy.

Francis Parker was a Colonel in this Civil War. Even when he was fighting as a soldier he thought that when the war was over he would like to teach school. He loved children and he wanted to teach them.

About that time three very important men in Quincy, John Adams II, Charles Francis Adams Jr., and Mr. Edwin W. Marsh visited schools one day. The Adams men were grandsons of John Quincy Adams. They found that the children in Quincy did not have good schools. The buildings were not in good condition, the books were old and they didn't have any of the things we have now to make school a pleasant place.

These men were members of the school board. A school board has charge of the schools and works to make them better. They knew that they had to get someone to come to Quincy and work with the teachers to make the schools better. They asked Colonel Francis Parker to be the first Superintendent of the Quincy Schools. He knew how children should be taught and what they would like to learn.

First of all he taught the teachers. He had classes for the girls who were graduating from high school and wanted to be teachers. Then he got the people to give more money for the children's education.

People came from all over the country and from Europe to see the Quincy schools.

Of course the children liked this new kind of school. They learned about drawing, painting, how to play games, and how to take care of their health. The schools had not taught these subjects before.

Colonel Parker was the superintendent here for five years. During the time he was here he helped Quincy to have good schools and they have been good schools ever since. Visitors still come to Quincy to see children learning to work and play in pleasant school rooms.

One of the schools is named for this first Superintendent of the Quincy Schools. It is the Francis W. Parker School on Billings Road in the Norfolk Downs section of Quincy.

XVI. ELEMENTARY SCHOOLS IN QUINCY 1956

Name of School	Location	Named For
Adams School	Abigail Avenue	The Adams Family
Atherton Hough School	Sea Street Hough's Neck	Atherton Hough, who was an early Quincy settler
Beechwood Knoll School	Fenno Street	School children named it for the section
Coddington School	Coddington Street Quincy Center	William Coddington Owner of the land First Governor of Rhode Island
Cranch School	Whitwell Street	Judge Richard Cranch. Owner of the land. First Postmaster in Quincy
Daniel Webster School	Lancaster Street Quincy Point	Daniel Webster, famous Orator and Statesman. He lived in Marshfield.
Francis W. Parker	Billings Road North Quincy	Francis Parker, First Superintendent of the Quincy Schools
Furnace Brook School	Furnace Brook Parkway	Location of First Iron Furnace
Gridley Bryant School	Willard Street West Quincy	Gridley Bryant, builder of the first commercial railroad in the United States

Name of School	Location	Named For
John Hancock School	Gordon Street South Quincy	First signer of the Declaration of Independence. First Governor of Massachusetts
Lincoln School	Brooks Avenue South Quincy	Abraham Lincoln, sixteenth President of the United States
Massachusetts Fields School	Beach Street Wollaston	Section where the Indians had their planting ground
Merrymount School	Agawam Road	Section where school is located is the site of Thomas Morton's maypole.
Montclair School	Highland Avenue North Quincy	Named for the section of the city
Nathaniel S. Hunting School	Pelican Road Adams Shore	Dr. Nathaniel S. Hunting, one time member of the school board
Quincy School	Newbury Avenue	Colonel John Quincy for whom Quincy was named
Snug Harbor School	Palmer Street	Old sailors' Snug Harbor Home was here.
Squantum School	Huckins Avenue Squantum	Section named for Squanto, an Indian friend of Miles Standish
Thomas B. Pollard School	Southern Artery Quincy Point	Thomas B. Pollard, principal of Webster and Washington Schools for many years

Name of School	Location	Named For
Washington School	Washington Street	George Washington, first President of the United States
Willard School	Copeland Street West Quincy	Solomon Willard, Builder of the Bunker Hill Monument, using Quincy granite
Wollaston School	Beale Street Wollaston	Captain Wollaston, first settler

XVII. CITY OF SHIPS

On the banks of the Fore River and the Town River, ships have been built for more than two hundred years. The first ship built here was a fishing boat, the "Unity." Ship building is Quincy's largest industry. An industry is a business where something is made and many people are paid for working there. The Bethlehem Steel Company, Shipbuilding Division, Quincy Yard, is Quincy's largest shipyard. It used to be known as the Fore River Yard and many people still call it by that name.

Early Ships

Famous clipper ships were built at Quincy Point. They sailed the oceans as far as China. There the cargo was sold and sometimes even the ships. At that time they were the fastest ships afloat.

When steam ships began to be built, the clippers were no longer fast enough and no more clippers were built. The last of those built in Quincy was the "Red Cloud."

Many of the largest ships of various kinds have been built here. The "Thomas W. Lawson" was the only seven masted schooner in the world. When the ship "Massachusetts" was launched more than one hundred fifty years ago, it was the largest merchant ship to be built at that time. A merchant ship is used to trade goods with other countries.

It takes a cargo from our country and brings one back to us from other countries.

The Quincy Stone Sloop was a kind of boat that was used to carry tons of granite from Quincy quarries. This type of boat was made and used in Quincy.

Cruisers, Carriers, and Battleships

The most powerful fighting ship ever to be built in Quincy is another "Massachusetts" which knocked out the French battleship "Jean Bart" in World War II.

The toughest old ship in the United States Navy is the Quincy-made battleship, "Nevada", which was not destroyed in the bombing at Pearl Harbor nor in the Atom Bombing at Bikini.

Two famous fighting ships have been the heavy cruisers, both named "Quincy". The first was sunk at the battle of Savo Island.

Our Navy's first giant aircraft carrier was made from a battle cruiser, the first U.S.S.Lexington, and was sunk in the battle of the Coral Sea.

These battles were all fought in World War II, from 1941 to 1945.

The newest major carrier to be built here is the U.S.S. Philippine Sea. It was finished after World War II. Men had studied how to build the best carriers during the war. They made the carrier so that it would be the best.

Ocean Liners

Largest ships to carry passengers across the ocean built in Quincy were three huge liners for the Matson Company. The Constitution and Independence are two of the most beautiful passenger and cargo ships that travel the seas today. They are owned by the American Export Lines and were made here.

Trawlers

Fishing trawlers are a smaller kind of boat that is built here.

Tanker

Quincy has built some of the largest and fastest tankers. The "World Glory" was built here recently and it is the largest oil tanker to be built yet.

Yachts

The Quincy Adams Yacht Yard is noted for its building of fine yachts. A yacht is a boat used for pleasure trips and for racing. Yacht racing is a very popular sport in Quincy. Many Quincy built yachts have won races. During race week more than two hundred yachts race.

Captain Charles Hanley started yacht building in Quincy more than fifty years ago. After Captain Hanley sold the yacht yard to Fred D. Lawley, it was known as the Lawley

Shipyard. Now it is the Quincy Adams Yacht Yard.

During the war the yacht yard built submarine chasers. It is still building ships for the navy and yachts for people who can buy them.

Quincy will probably always be a ship-building city. With twenty-seven miles of water front and a deep channel, the tide is never too low for large ships to come into harbor. There are many men in Quincy who know how to make the best kind of ships.

APPENDIX

FIELD TRIPS

There are many sites in Quincy where scenes of the historical events may be viewed. Direct contact with these places is a valuable resource for the class, and whenever it is feasible it should be used to advantage.

On the following pages are listed possible field trips and the information necessary to the teacher who is planning such a trip. The places to see in Quincy are limited to those mentioned in the booklet.

It is always wise for the teacher and pupils to plan in advance for any field trip. Planning should consist of:

1. A definite understanding of the purpose of the trip and preliminary study by the class
2. Listing of possible questions, features to be noted, and aspects of importance
3. Getting permission and assurance that the class is welcome
4. Obtaining consent of the parents before taking the children from school
5. Inviting a few parents to accompany the group

Following the trip there should be subsequent study and utilization of what has been learned. Formal reports may be required, some of which could be sent to the host who received the class.

Preston has some good advice concerning the discussion period. He says:

> It is advisable to allow a few days to elapse before centering a formal class discussion upon the excursion, since immediate reactions usually include many superficial incidental occurences that may have nothing to do with the trip.[1]

It would probably be wise to delay discussion two or three days when excitement has subsided and the children have indulged in irrelevant chatter between themselves. They can then settle down and talk about what they have learned in relation to the motive for the trip.

If the trip is well planned and carried out it can be a source of information as well as a means of improved public relations between the school and the community.

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1 Ralph C. Preston, Teaching Social Studies in the Elementary Schools, (New York: Rinehart and Company, 1954), p. 112.

MOSWETUSET HUMMOCK

What is to be seen:

A marker indicates the seat of Sachem Chicatabot of the Massachusetts tribe of Indians. It was from Moswetuset, it is believed, that the name Massachusetts was derived.

Location: At the junction of East Squantum Street and Quincy Shore Drive

Contact: None

Time Required for visit: Five to ten minutes

Hours: Any time

Fee: None

Size of Groups: Anu number

Distance from Quincy Square: Three miles

MILES STANDISH CAIRN

What is to be seen:

Captain Miles Standish and his party came up from Plymouth and landed on the peninsula which he is thought to have named in honor of his Indian guide, Squanto. A cairn has been placed there in déference to Captain Standish and his party. The rock formation on which the cairn stands is, according to the geologists, more than 250 million years old.

Location: Northeast tip of the Squantum peninsula

Contact: None

Time Required for visit: Ten to fifteen minutes

Hours: Any time

Fee: None

Size of groups: Any number

Distance from Quincy Square: Three and one-half miles

Advance notice: None

MAYPOLE PARK

What is to be seen:

A marker shows the spot where Thomas Morton's maypole stood and where the cedar tree on the seal of Quincy once grew.

Location: Samoset Avenue at Merrymount

Contact: None

Time Required for visit: Ten to fifteen minutes

Hour: Any time

Fee: None

Size of groups: Any number

Distance from Quincy Square: One mile

Advance notice: None

THE ADAMS BIRTHPLACES

What is to be seen:

The houses in which John Adams (1735) and John Quincy Adams (1767) were born are still preserved in their original location. Both houses are filled with an unusual collection of antiques, most of which were used by the Adams families when these great men were living. They are architecturally illustrative of the Old New England "salt box." The knocker on the John Quincy Adams house was made by Paul Revere.

Location: 131 Franklin St., Quincy

Contact: Write to caretaker.

Time required for the visit: One hour

Hours: Arranged

Fee: Reduced for school classes

Size of groups: Not more than twenty

Distance from Quincy Square: One mile

Advance notice: Write at least two weeks before you wish to go.

Limitation: Closed from November 1st to April 19th

ABIGAIL ADAMS CAIRN

What is to be seen:

This cairn marks the spot from which Abigail Adams and her son, John Quincy Adams, who eventually became the sixth President of the United States, watched the smoke from the Battle of Bunker Hill. It is located on an outcropping of granite rock surrounded by lovely walks and gardens.

Location: Penn's Hill, just about 326 Franklin St., Quincy

Contact: None

Time Required for visit: Ten to fifteen minutes

Hours: Any time

Fee: None

Size of groups: Any number

Distance from Quincy Square: One and one-half miles

Advance notice: None

THE ADAMS NATIONAL HISTORIC SITE

What is to be seen:

Formerly known as the Adams Mansion, it is filled with priceless heirlooms of the Adams family covering four generations, with many unusually fine examples of materials and furniture through these periods. This beautiful home, the residence of both Presidents, is now a national shrine.

Location: 135 Adams Street, Quincy

Contact: Caretaker, Adams-National Historic Site, Fr3-1177

Time required: One hour

Hours: 9-12 A.M. 1-4 P.M.

Fee: No fee for classes of children. Adults twenty-five cents

Size of groups: Not more than twenty

Distance from Quincy Square: One-half mile

Advance notice: One week

Limitation: Closed from November 1st to April 19th

FIRST PARISH CHURCH

What is to be seen:

This is the site of the first church in Quincy. Under the church are the tombs where lie the remains of John Adams, John Quincy Adams, and their wives. In the auditorium are mural monuments to the memory of these two Presidents, as well as to other noted citizens.

Location: Quincy Center, immediately opposite Quincy City Hall

Contact: Police Officer in charge of the building. Pr3-1380

Time required for visit: One half hour

Fee: No admission fee

Size of group: Not more than twenty

Hours: Arranged

Advance notice: Several days

DOROTHY QUINCY HOMESTEAD

What is to be seen:

This old colonial home was the birthplace of Dorothy Quincy, the wife of John Hancock. It was here that her marriage was to have taken place. Wallpaper with nuptial design imported for the occasion may still be seen in the parlor. Diamond-etched on a window pane is a message from John Hancock to Dorothy when he fled Quincy to join the minute men. The message reads, "You I love and you alone." John Hancock's carriage is still in the stable. Part of the house was built for William Coddington in 1636.

Location: 34 Butler Road, Quincy

Contact: Caretaker, Quincy Homestead Telephone Gr2-5117

Time required for visit: One half hour

Hours: 9:30 A.M. to 5:00 P.M.

Fee: Children 15¢ Adults 25¢

Size of groups: Not more than 20

Distance from Quincy Square: One half mile

Advance notice: One week

Limitation: Closed from November 1st to April 19th

GRANITE RAILWAY QUARRY

What is to be seen:

Markers show the site of the first commercial railroad to be built in this country. It was built in 1825 and the original tracks with its stone ties, together with the frog for switching, can still be seen.

Location: West Quincy, off Robertson Street, just beyond the Gridley Bryant School

Contact: None

Time Required for visit: Ten to twenty minutes

Hours: Any time

Fee: None

Size of groups: Any number

Distance from Quincy Square: Two miles

Advance notice: None

RESOURCE PERSON

HISTORY OF FORE RIVER

A field trip to Fore River is not possible, but William Churchill Edwards will show a film depicting the history, accomplishments, and the present status of Fore River Shipyard. Mr. Edwards is also the City Historian and he tells interesting anecdotes of Quincy's early days.

Contact: Fore River Shipyard GR2-3200

Time required: One hour

Hours: Arranged

Advance notice: Two weeks